

# *Scaffolding Literacy, Learning, & Language Production: A Recipe for Instructional Proficiency*

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# Today's Menu

Today's Menu	Notes
<p><i>From Fry Cook to Master Chef: The Development of Instructional Proficiency</i></p> <p><i>The Ingredients of Professional Learning:</i></p> <ul style="list-style-type: none"> <li>○ <i>Standards, Skills, Strategies, &amp; Support</i></li> <li>○ <i>Developing Culinary Capacity: Tools &amp; Techniques</i> <ul style="list-style-type: none"> <li>○ <i>Locally Sourced Ingredients: Finding &amp; Evaluating Culturally Authentic Texts &amp; Materials</i></li> <li>○ <i>Building a Healthy, Flavorful Menu: Attending to Format &amp; Genre</i></li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● <i>Appetizer: Scaffolding Interpretive Communication</i> <ul style="list-style-type: none"> <li>○ <i>Placing Your Order: Activating Prior Knowledge &amp; Experiences</i></li> <li>○ <i>The Dinner Conversation: Building Professionalism Through Personal Relevance &amp; Pedagogical Asides</i></li> <li>○ <i>Developing an Appetite for Learning: Creating schema with bite-sized chunks of research</i></li> </ul> </li> </ul>	<div data-bbox="1377 1759 1503 1875" style="border: 1px solid black; text-align: center; width: 50px; height: 50px; margin: 0 auto;">1</div>

## Today's Menu

<ul style="list-style-type: none"><li>● <i>Entrée: Scaffolding Interpersonal Communication</i><ul style="list-style-type: none"><li>○ <i>Recipes for Interactive During Reading Activities</i><ul style="list-style-type: none"><li>■ <i>Marinating with Meaning</i></li><li>■ <i>Salting with Grammar</i></li><li>■ <i>Sweetening with Communication</i></li><li>■ <i>Spicing up with Academic Language (If we have adequate time)</i></li></ul></li></ul></li></ul>	
<ul style="list-style-type: none"><li>● <i>Dessert: Scaffolding Presentational Writing</i></li></ul>	
<ul style="list-style-type: none"><li>● <i>Requesting the Check</i><ul style="list-style-type: none"><li>○ <i>Health Inspection: Evaluating Performance</i></li><li>○ <i>Restaurant Reviews: Giving Effective Feedback</i></li><li>○ <i>Session Evaluation</i></li></ul></li></ul>	<div>2</div>

# Learning Outcomes Planning Menu

**Learning Outcome:** Students will (insert proficiency-based communicative language function) about (insert global issue or social problem using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

## Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

## More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

## Global Issue or Social Problem:

- [Advertising](#)
- [Aging/Generation Gap](#)
- [Beauty & Aesthetics](#)
- [Bullying](#)
- [Community Service](#)
- [Crime & Safety](#)
- [Diversity & Interculturality](#)
- [Dreams/Future](#)
- Economic Issues
- [Education](#)
- [Emergencies](#) (Preparedness)
- [Entertainment/Fine Arts](#)
- [Ecology/Environmental Issues](#)
- [Exploration](#)
- [Family](#) Violence
- [Fashion](#)
- [Friendship & Love](#)
- [Health Care & Hygiene](#)
- [Heroism](#)
- [Homelessness & Hunger](#)
- [Human Rights](#)
- [Identity](#) & Self-Expression
- [Immigration](#)
- [Literacy](#)
- [Natural Disasters](#)
- [News & Current Events](#)
- [Nutrition](#)
- Peace & [War](#)
- [Prejudice & Stereotyping](#)
- [Science & Technology](#)
- [Substance Abuse](#)
- [Women's Rights](#)

## Cultural Context:

- Community Organization
- Country
- Cultural Event
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

## Academic Content:

- [Art](#)
- [Business Management & Administration](#)
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- [Health Sciences](#)
- [Information Technology](#)
- [Marketing](#)
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

## Career Cluster Pathway

(Click here, choose a career pathway, then click to view professional tasks)

## Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

## Vocabulary:

- Adjectives
- [Animals](#)
- [Body parts](#)
- [Colors](#)
- [Community](#)
- [Emotions](#)
- [Health](#)
- [Numbers](#)
- [Pastimes](#)
- [Place, & Professions](#)
- [School](#)
- [Technology](#)

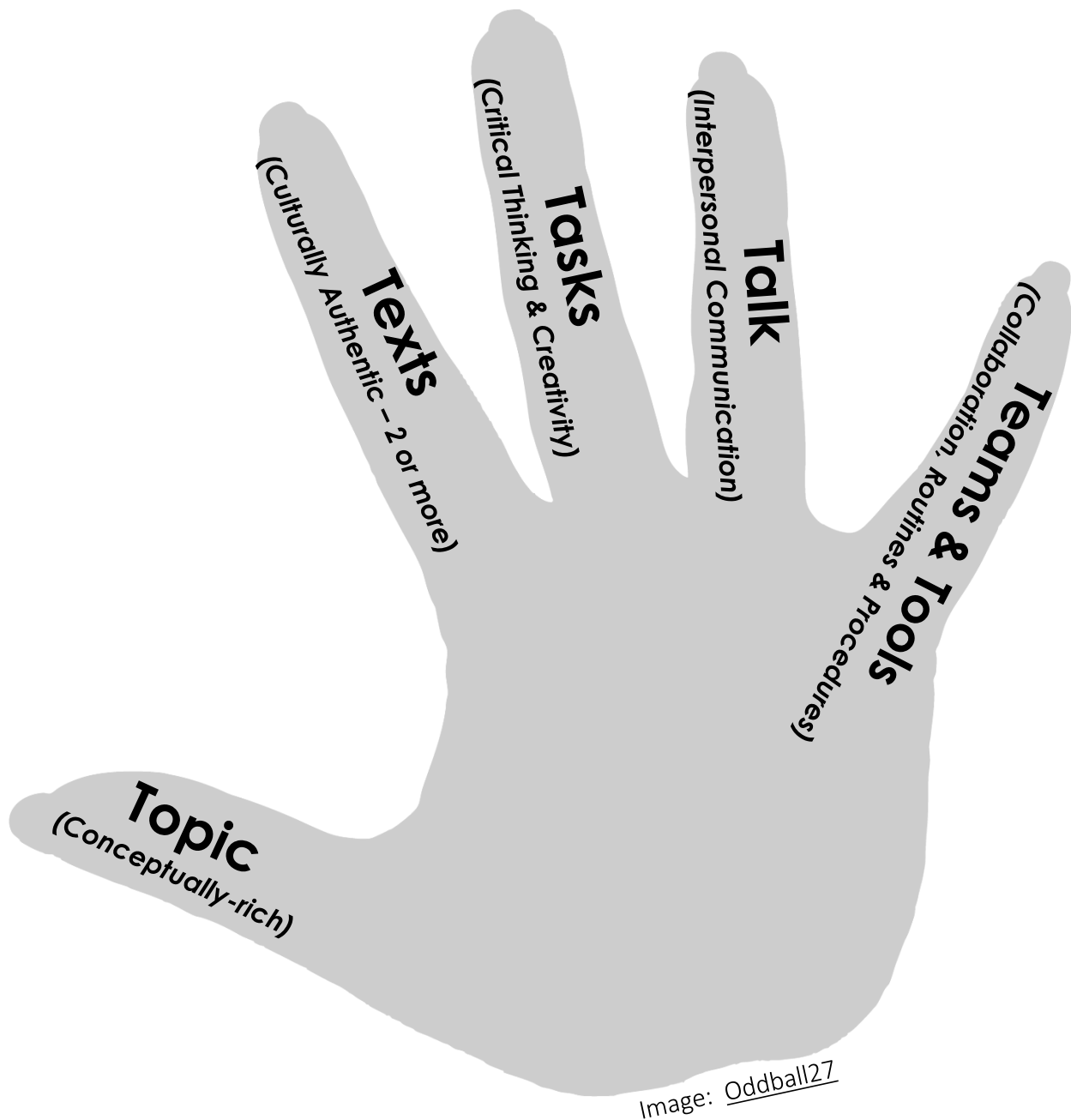
## Assessment & Projects

(Which will align best with your learning outcome?)

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Websites

## Brainstorm Ideas for Your Lesson

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# Finding Culturally Authentic Texts

## HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a [country-specific search engine](#)
- Search in your **target language**.
- Put your search terms in **quotation marks** (i.e., "search terms")
- Narrow your search with **multiple search terms** (i.e., Picasso "Spanish civil war")
- Try searching for **specific types of texts** (i.e., audio files, images, or videos)
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

## WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki

<http://cultureconnection.wikispaces.com/>

ASL: <http://cultureconnection.wikispaces.com/ASL>

Arabic: <http://cultureconnection.wikispaces.com/Arabic>

Chinese: <http://cultureconnection.wikispaces.com/Chinese>

French: <http://cultureconnection.wikispaces.com/French>

German: <http://cultureconnection.wikispaces.com/German>

Indonesian: <http://cultureconnection.wikispaces.com/Indonesian>

Italian: <http://cultureconnection.wikispaces.com/Italian>

Japanese: <http://cultureconnection.wikispaces.com/Japanese>

Korean: <http://cultureconnection.wikispaces.com/Korean>

Latin: <http://cultureconnection.wikispaces.com/Latin>

Persian: <http://cultureconnection.wikispaces.com/Persian>

Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>

Russian: <http://cultureconnection.wikispaces.com/Russian>

Spanish: <http://cultureconnection.wikispaces.com/Resources>

Vietnamese: <http://cultureconnection.wikispaces.com/Vietnames>

## Build Background Knowledge Regarding the Focus of Inquiry

- Which facets of your lesson **TOPIC** will learners investigate?
- What **background information** do learners need about the topic?
- Locate at least **three** [culturally authentic texts](#).
- The texts should be in your **target language**.
- Try to find texts that represent **different genres, modalities, viewpoints, cultural perspectives, or career pathways**.

Learners need **background information about:** *(Check all that apply & star the priority)*

- ☐ **The topic of the lesson:**
- ☐ **A social issue or problem related to the lesson:** ([Social Problems & News Topics in the 21<sup>st</sup> Century](#); [Defining the Social Problem](#); [Community Challenges](#))
- ☐ **The cultural context of the lesson:** *(List relevant elements below)*
  - Specific country/geographical location: \_\_\_\_\_
  - Sector or subculture of society (if applicable): \_\_\_\_\_
  - Related cultural products: \_\_\_\_\_
  - Related cultural practices: \_\_\_\_\_
  - Related cultural perspectives: \_\_\_\_\_
- ☐ [Career Pathways](#) or [Career Clusters](#) related to the lesson:
- ☐ **Different perspectives on the lesson topic, social issue, or problem:**
  - U.S. v. the target culture
  - Various groups within the target culture
  - Pros v. cons
  - Various stakeholders/points of view
- ☐ **Opportunities to clarify their own beliefs, values, and perspectives about...**

**What will learners do with the texts?** Categorize, analyze, or evaluate alternatives, ask questions, justify and defend opinions, propose actions, solve problems, synthesize information

## Which authentic TEXTS will support learning?

1) The topic of my lesson is: \_\_\_\_\_

2) The learning objective for my lesson is:

Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or [Career Cluster Pathway](#)), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

3) The [culturally authentic texts](#) I have selected are: (Circle 3 options below)

<ul style="list-style-type: none"><li>• Ad or commercial</li><li>• Article</li><li>• Artwork, image, or photograph</li><li>• Brochure or Pamphlet</li><li>• Business Website</li><li>• Cartoon or comic strip</li><li>• Children's Book</li><li>• Cultural artifact or piece of realia</li><li>• Documentary</li><li>• Editorial, Essay, or Opinion Piece</li><li>• Flyer</li><li>• Infographic</li><li>• Interview</li></ul>	<ul style="list-style-type: none"><li>• Magazine or Newspaper Article</li><li>• Meme</li><li>• Movie Trailer</li><li>• Newscast</li><li>• Poem</li><li>• Proverb</li><li>• Public Service Announcement</li><li>• Results from a poll or survey (Gallup, etc.)</li><li>• Radio Story</li><li>• Short Story</li><li>• Song</li><li>• Video Clip or "Short"</li><li>• Website</li></ul>
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Text 1: \_\_\_\_\_  
*Literary Text*

Text 2: \_\_\_\_\_  
*Informational Text*

Text 3: \_\_\_\_\_  
*Multimedia Text (Artwork, image, infographic, photograph, song, video)*

3) The key concepts and ideas I want learners to **notice** in these texts are:

4) The types of **questions** I hope engagement with this text may generate are:

5) I will **scaffold** learners' analysis of these texts using graphic organizers such as:

- U.S. v. target culture ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn](#), [Web](#))
- Pros v. cons ([Weighted Pros and Cons](#); [Decision Making Worksheet](#); [Appraising Change Worksheet](#))



## How will you use authentic texts to develop proficiency in language, content, & culture?

Use the chart to brainstorm possible INTERPRETIVE TASKS that would help students accomplish each lesson objective.

	Lesson Objective	Oral Language	Reading Comprehension	Word Study (Decoding, Fluency, Counterbalance Activities, Metalinguistic Awareness)	Building Vocabulary & Academic Language
1	Communication				
2	Content				
3	Culture				
∞					

# Strategies for Scaffolding Reading

## Scaffolding Texts

(Products, Practices, Perspectives)

### Goals:

- ❑ Construct a clear **path** through the text
- ❑ **Guide attention** to main ideas and important details (formatting)
- ❑ Help learners **make decisions** (informational sign posts)
- ❑ Ensure **safety and success** in overcoming obstacles (scaffolding)
- ❑ Help learners **engage** with the text
  - Comprehend → Meaning of text (literal, figurative, for self, for society)
  - Discuss → Global Issues & Social Problems
  - Critically Interpret → Culture
  - Apply → Disciplinary Content
  - Leverage → Language Patterns
  - Share → Learning & Opinions

## Key Principles

- 1) **Activate** prior knowledge and experiences
- 2) **Build** conceptual and cultural background knowledge
- 3) **Connect** to students' personal lives
- 4) **Develop** scaffolding to help students overcome difficult sections
- 5) **Engage** students with the content of the text
- 6) **Format** the text to improve comprehension
- 7) **Give** students pre-, during, and post-activities
- 8) **Have** students make multiple passes through the text for different purposes

## Scaffolding Text Structure

### • Format the text:

- Divide it into smaller, more manageable chunks
- Increase the font size
- Double-space between sentences & paragraphs
- Bold main ideas
- Highlight and color code important language patterns
- Add headings, titles, or captions to long passages for orientation

### • Add Features to the Text:

- **Hints** regarding genre
- **Images** that clarify meaning
- **Links** or QR codes to related texts
- **Paraphrases** of main points
- **Opportunities to DO** something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)

## Scaffolding the Reading Process

- Engage students with pre, during, post-reading activities
- Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary
- Read multiple texts on the same topic
- Focus on main ideas, then details, then implications
- Teach reading strategies
- Use activity protocols

### Scaffolding Engagement

*Extract information for a purpose*

- Annotate the text
- Ask questions
- Categorize or sort
- Compare and contrast
- Highlight words you know
- Identify main ideas
- Illustrate
- Locate important details
- Match pictures to sentences
- Note comprehension (✓, ?, !, ♥)
- Paraphrase or summarize
- Predict (Y/N, Word Splash)
- Sequence main ideas, ¶s
- Write headings or titles

# Planning Menu for Reading Activities

## Culturally Authentic "Texts"

(Products, Practices, Perspectives)

- ☐ Ads or Commercials
- ☐ Art, Images, Photos, or Pictures
- ☐ Brochures or Flyers
- ☐ Cartoons, Comics, & Graphic Novels
- ☐ Children's Books
- ☐ Documentaries or Newscasts
- ☐ Games, Jokes, or Puzzles
- ☐ Guest Speakers
- ☐ Infographics or Results from a Survey
- ☐ Interviews
- ☐ Magazine or Newspaper Articles
- ☐ Movie Trailers or "Shorts"
- ☐ Music, Audio Books, Radio Stories
- ☐ Online (blogs, e-mails, websites)
- ☐ Proverbs, Quotes, Tongue Twisters
- ☐ Realia (Programs, Receipts, Tickets)
- ☐ Short Stories, Plays, or Poems
- ☐ Video Clips

## Checks for Understanding

- ☐ [ABC Boxes](#), [ABC Summary](#), or [Acrostic](#)
- ☐ Blog, Discussion Forum, or Journal
- ☐ [Closure Activities](#)
- ☐ [Foldables](#) or [Graphic Organizers](#)
- ☐ [Games](#) (Catch Phrase, Taboo, 20 ?s)
- ☐ [Gimme 5](#) or [PearDeck](#)
- ☐ Grab-a-Word/Picture or Hear/Circle
- ☐ Popcorn, Signal Cards, [Snowballs](#)
- ☐ [3-2-1](#) or [Exit Tickets](#), [Think-Pair-Share](#)
- ☐ Total Physical Response (TPR)
- ☐ Wows, Wishes, & Words of Wisdom

## Ways to Read a Text

- ☐ Choral → Shared → Guided → Paired → Individual Rdg.
- ☐ Describe & Draw
- ☐ Hear/Say or I Have/Who Has?
- ☐ [Inside/Outside Circles](#)
- ☐ [Jigsaw](#) ([Read & Retell](#))
- ☐ Round Robin Reading
- ☐ Recording Studio (Audacity)
- ☐ Read & Respond (✓, ?, !, ♥)
- ☐ [Roll & Retell](#), [Roll a Topic](#)
- ☐ [Say Something](#) ([Sentence Stems](#))
- ☐ Story Switches or Table Tents

## Reading Activities

- ☐ [Analogize](#), Analyze, Infer, Predict, or Problem-Solve
- ☐ Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
- ☐ Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
- ☐ Compare/Contrast
- ☐ Evaluate ([The 4 As Protocol](#))
- ☐ Grab-a-Word/Picture
- ☐ Highlight Cognates/Words
- ☐ Inductive Grammar
- ☐ Manipulatives, Picture Pop-ups
- ☐ [Reciprocal Strategies Wksheet](#)
- ☐ [Save the Last Word for Me](#)
- ☐ [Scavenger Hunt](#) ([Another ex.](#))
- ☐ State, Support, Justify, Defend Opinions
- ☐ [Text Rendering Protocol](#)

## Discussing or Retelling a Text

Individual Pairs Groups Whole Class

Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs

- ☐ [Affinity Diagram](#) ([Example](#))
- ☐ [Carrousel Walk](#)
- ☐ [Contextual Inquiry](#)
- ☐ Focus Group
- ☐ [Four Corners](#)
- ☐ [Games \(Tell Me About\)](#)
- ☐ [Human Graphing](#) ([Ex 1](#), [Ex 2](#))
- ☐ [Inside/Outside Circles](#)
- ☐ Interviews or Panel of Experts
- ☐ [Jigsaw](#)
- ☐ [Learning Centers](#)
- ☐ Listening Grids
- ☐ Mixers or Musical Chairs
- ☐ Paired Activities (Info. Gap)
- ☐ [Problem-solving Tasks](#)
- ☐ [Reciprocal/Power Teaching](#)
- ☐ Role Plays, Simulations, or Skits
- ☐ [Roll a Story](#) or Silly Stories
- ☐ Rotation Reviews
- ☐ [Scavenger Hunts](#)
- ☐ [Show & Tell](#)
- ☐ Signature Searches
- ☐ Stand When You Hear...
- ☐ Story Squares
- ☐ [Surveys or Questionnaires](#)
- ☐ Telephone
- ☐ [Think-Pair-Share](#)

## Technology

### Brainstorming

- ☐ [Padlet](#) or [Popplet](#)
- ☐ [TitanPad](#)
- ☐ [Tricider](#)

### Creating Products

- ☐ [Canva](#), [Infogr.am](#), [Venngage](#)
- ☐ [Edublogs](#)
- ☐ [Glogster](#) or [Mixbook](#)
- ☐ [Issuu](#)
- ☐ [Letterpop](#)
- ☐ [MakeMyNewspaper](#)
- ☐ [Motivator](#)
- ☐ [Simplebooklet](#) or [Smore](#)
- ☐ [Storybird](#)
- ☐ [StoryboardThat](#)
- ☐ [Timetoast](#) or [Capzles](#)
- ☐ [ToonDoo](#)
- ☐ [Weebly](#), [Wix](#), [Wikispaces](#)

### Gathering & Analyzing Info.

- ☐ [BlendSpace](#) or [Wikispaces](#)
- ☐ [Giffy](#) or [Mindomo](#)
- ☐ [Google Forms](#) or [Wufoo](#)
- ☐ [PollEverywhere](#) or [Survey Monkey](#)
- ☐ [Thinglink](#)

### Interviewing

- ☐ [Appear.in](#)
- ☐ [Audacity](#) or [Vocaroo](#)
- ☐ [ChatWing](#)
- ☐ [Google Hangouts](#) or [Skype](#)
- ☐ [Voicethread](#) or [Voki](#)

### Purposes of Pre-reading

Activate students' prior knowledge and experiences

Build background knowledge and oral language to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

### Purposes of During Reading

Apply reading strategies

Break up (scaffold) the text

Communicate to critically process the content/meaning of text

Develop interpersonal communication skills

Evaluate and support comprehension

### Purposes of Post-reading

Analyze text (counterbalance theory)

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

# Possible Pre-, During, & Post-Reading Activities

## Pre-Reading Activities

*Activate Prior Knowledge & Experiences:*

- ☐ [ABC Brainstorm](#)
- ☐ Analogies or Metaphors
- ☐ [Anticipation Guide](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast](#) (Elementary)
- ☐ [Concept Definition Map](#)
- ☐ [Concept Sort](#) (List, Group, & Label)
- ☐ [Describe & Draw](#), Circumlocution
- ☐ [Frayer Model](#)
- ☐ [Games](#) (Charades, Detective, M&Ms, Taboo (Cards), \$10,000 Pyramid)
- ☐ [Gouin Series](#)
- ☐ Highlight words they KNOW
- ☐ [Idea Rating Sheet](#)/Opinionnaire
- ☐ [Inquiry Chart](#)
- ☐ [Inside/Outside Circles](#)
- ☐ [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- ☐ [Magic Box](#)
- ☐ [Mystery Picture](#)
- ☐ Predict the Text (Pix in Wordless Bks)
- ☐ Predictions([First Lines](#))([Possible Sent](#))
- ☐ Put Scrambled Paragraphs in Order
- ☐ [Questioning](#), Surveys
- ☐ Read an Easier Text on Same Topic
- ☐ [Respond to a Quote \(Essay\)](#), Journals
- ☐ [Show & Tell](#)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Total Physical Response \(TPR\)](#)
- ☐ Video Clips or Slideshows
- ☐ [Vocabulary Word Map](#) (Alternate ver.

## During Reading Activities

*Pause to Participate:*

- ☐ [Annotate](#) or [Highlight](#)
- ☐ [Checklists](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast](#)
- ☐ Dramatize, Draw, or Illustrate
- ☐ [Embedded Reading](#)
- ☐ [Graphic Organizers](#)
- ☐ Journals ([Dialectical](#), [Double-entry](#))
- ☐ [Metacognitive Activities](#)
- ☐ [Opinion/Proof](#)
- ☐ [Paraphrase](#)
- ☐ [Question Answer Response \(QAR\)](#)
- ☐ [Reader Response](#) (Tax. of Reflection)
- ☐ [Reading Comprehension Strategies](#)
- ☐ [Responding to Non-fiction Template](#)
- ☐ [Scavenger Hunt](#) ([Inquiry Chart](#))
- ☐ [Selective Underlining](#)
- ☐ [Semantic Feature Analysis](#)
- ☐ [Sequence](#) (Events, Images, or Text)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Sound Effects Read Aloud Activity](#)
- ☐ [SQ4R](#)
- ☐ Subtitles
- ☐ [Text Rendering Protocol](#)
- ☐ [Text Structures](#)
- ☐ [Think Aloud](#)
- ☐ [Think-Pair-Share](#)
- ☐ [Three-minute Pause](#)
- ☐ [Venn Diagram](#) (2, 3, with summary)
- ☐ [Vocabulary Word Map](#)

## Post-Reading Activities

### CHECK COMPREHENSION

- ☐ [Choose Your Own Reading Activity](#)
- ☐ [Games](#)
- ☐ Interview the Text, Write T/F Stmt
- ☐ [Reading Response Choice Boards](#)
- ☐ [Reflect](#) or [Self-assess](#) (I can . . . )
- ☐ [Sentence Starters for R. Response](#)
- ☐ [Sequence](#) (Events, Images, Text)
- ☐ [Three, Two, One](#)

### ORGANIZE & SYNTHESIZE INFO.

- ☐ [Cause and Effect Worksheet](#)
- ☐ [Character Comparisons/Maps](#)
- ☐ [Graphic Organizers](#)
- ☐ [Pattern Puzzles](#)
- ☐ [Story Map](#)
- ☐ [Text Rendering Protocol](#)
- ☐ [Thesis/Proof](#)
- ☐ [Venn Diagram](#) (2, 3, w/ summary)

### SUMMARIZE TEXT

- ☐ [ABC Brainstorm](#)
- ☐ Assemble Cut-up Summaries
- ☐ Checklist Retelling
- ☐ [Common Core Sentence Frames](#)
- ☐ Illustrate Key Passages of Text
- ☐ [Lesson Closure Frame](#)
- ☐ [Making Inferences](#)
- ☐ [Map the Story](#) (Story Pyramid)
- ☐ [Read & Retell, Roll & Retell](#) (Rubric)
- ☐ [Reciprocal Teaching](#)
- ☐ [Sum It Up](#) (Instructions)

# Developing Academic Language

## What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.



### Building Academic Language

- **Categories** (i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)
- **Content-specific Vocabulary** (Congruent, Immigrate, Mitosis, Stanza)
- **Expand the Context** (Self → Neighborhood → Community → Country → Culture → World)
- **Focus on General Academic Language That Transfers Across Disciplines** (Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)
- **Mind Maps & Word Families** (nourish, nutrients, nutrition, nutritious, malnourished)
- **Progressively Shift from Concrete to Abstract** (My boyfriend → Affection)
- **Substitute Prepositional Phrases** (to come back = to return; to give up = to surrender)
- **Teach Transitional Words & Phrases** (By contrast, Consequently, Furthermore, However, Therefore)
- **Use Technical Terms** (Calibrate, cardiac, configure, contusion, pediatric, polymer)
- **Word Study** (i.e. word roots, prefixes, suffixes, synonyms and antonyms, compound words)

## COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

**Planning for Proficiency**  
**Content → Critical Thinking → Contributions**  
*(Interpretive)      (Interpersonal)      (Presentational)*

**Text 1:**

**Text 2:**

**THINKING TASKS:**

**TALKING TASKS:**

**Lesson Phases**

**Oral Language**  
*(What do you want to hear?)*

**Language for the Content**  
*(Academic Language)*

**Language for the Task**  
*(Thinking/Tech)*

**Language for Group Interaction**

**Pre-**

**During**

**Post-**

**Can Do Statement:**

**Formative Assessment:**

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# Scaffolding Interpersonal Communication

## Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

## Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

## Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate
- Create an information gap
- Give learners meaningful content to discuss
- Target specific communicative language functions
  - Ask Questions
  - Compare/Contrast
  - Describe
  - Explain
  - Narrate
  - State Opinions
  - Hypothesize

## Strategies for Developing Intercultural Communication Skills

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret



# Strategies for Engaging Students in Interpersonal Communication in the Immersion Language

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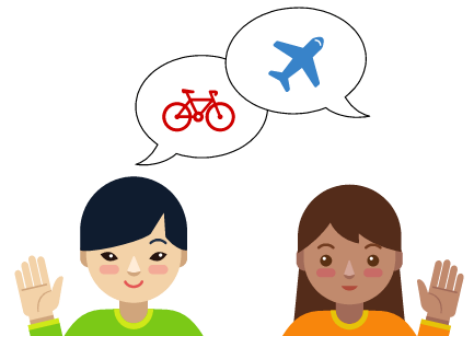
## Interpersonal Communication should be:

### Spontaneous

- Are there **multiple opportunities** for interpersonal communication?
- Are students working with **different partners**?
- Are students **moving** around the classroom?
- Are the activities **different** from each other?
- Do the students need to be **constantly engaged** in order to complete activities? (or can they easily predict when they “need to pay attention?”)

### Centered on Negotiating Meaning

- Is there a real **information gap**?
- Is the activity **motivating**?
- Is the activity **personally relevant** to students?



### Scaffolded

- Does the teacher **model** the activity?
- Does the teacher **activate prior knowledge**?
- Are the activities **paced well**?
- Are there recognizable **language patterns** to aid students?
- Do the activities require reasonable levels of **risk**?
- Are the activities **based on objectives**?
- Do students have **multiple opportunities to practice**?

### Proficiency-Oriented

- Are students able to be **creative** with the language?
- Do the activities help students meet **specific language objectives**?
- Do the activities require students to speak at an intermediate level (strings of sentences instead of single words), or at an advanced level (paragraph-length responses using multiple verb tenses)?
- Do the activities **prevent students from simply parroting** memorized responses?

Developed by Lindsey Soutas [lindsey.soutas@gmail.com](mailto:lindsey.soutas@gmail.com)  
& Robert Allen [rallen09@byu.edu](mailto:rallen09@byu.edu)

# Analyzing Interpersonal Communication Tasks

How will you scaffold interpersonal communication to support the development of academic language and interculturality?

## *Progressively expand:*

**CONTEXT (Personal → General Professional → Domain-specific Professional)**

**CONTENT (Familiar, concrete → Formal, abstract)**

**COGNITIVE SKILLS (Lower → Higher)**  
Embedded in context/content

**CONTROL (Minimal → Full)**

## **Interact**

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders (Polite, culturally-appropriate responses)

## **Narrate & Describe**

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

## **Compare & Contrast**

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

## **Reflect & Interpret**

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

## **Possible Scaffolds:**

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

# Proficiency-based Task Planning Guide (based on notes from Judy Liskin-Gasparro)

## Novice

**To shift to Intermediate, learners should:**

- Use full sentences (in any order)
- Create own meaning
- Use question words
- Circumlocute
- Use rejoinders (not praise expressions)
- Focus on comprehensibility

**Prompts Requiring Formulaic Language:**

- 1) Ask formulaic *¿Qué?* questions → Lists
- 2) Ask learners to describe in the present
- 3) Ask learners to narrate in the present

**Tips for Teachers**

- ▶ Focus on what is familiar to learners
- ▶ Give learners opportunity to recycle vocabulary use in different contexts
- ▶ Encourage the use of connectors
- ▶ Encourage learners to expand precision by adding details
- ▶ Encourage learners to provide details with relative clauses
- ▶ Encourage the avoidance of repetition with the use of pronouns
- ▶ Provide sentence frames and word banks

## Intermediate

**To shift to Advanced, learners should:**

- Complete tasks that require paragraph-level responses
- Use sentences organized with time markers & transitions
- Practice varying sentence structure
- Focus on linking ideas

**Prompts Requiring Creation w/ Language:**

- 1) Ask for a **description** of the place, event, or circumstances → Descriptions in sentences (*Formulaic ¿Cómo es? Questions*)
- 2) Ask for a **process** (all the details/steps) → Present narration (*How did you get started...?*)
- 3) Ask for a **story** from beginning to end
- 4) Scenarios that **require student to ask & answer ?s**, provide **details, elaborate**

- ▶ Ask about a variety of topics
- ▶ Move away from the speaker's autobiographical and personal interests toward community, local/national/news (avoid "hothouse specials")
- ▶ Develop same topic → past, present future narration by referring back to things already mentioned
- ▶ Spiral, expand contexts, get whole story
- ▶ Insist on circumlocution, don't help

## Advanced

**To shift to Superior, learners should:**

- Discuss formal, abstract topics
- Complete professional tasks requiring precise vocab, academic lang., content
- Complete tasks that require argument and stating and supporting an opinion
- Describe & explain abstract issues, not just regurgitate facts/personal stories
- Build content knowledge and attend to culture and genre

**Prompt Requiring Argumentation:**

- 1) **State the context** (*En el campo de...*)
- 2) **State the controversy** (*Hay algunos que dicen..., pero otros dicen que....*)
- 3) **State the question requiring an opinion or speculation** (*¿Qué opinas? ¿Cuáles son las ventajas y desventajas?*)

- ▶ Be more formal/distant, not be helpful
- ▶ Act mildly confrontational
- ▶ Raise the level of your own language, use some of the jargon, specialized vocabulary
- ▶ Use preludes to set tone and encourage provocative questions
- ▶ Model the level, broaden the context, require different points of view
- ▶ Invite abstract treatment of topic, supported opinion, and hypotheses

# Proficiency-oriented Peer Rating Sheet for Mock Interviews

## Peer Feedback for the Person Conducting the Interview (THE INTERVIEWER)

Performance Criteria	Performance Target	Peer 1 Rating Rater:	Peer 2 Rating Rater:
<b>Target Language Use</b>	4: Circumlocutes when stuck. 3: Stays in the TL, but uses English for a few words that don't translate well. 2: Stays in the TL, but translates word for word. 1: Code-switches between the TL and English, especially when it comes to words they don't know.	Rating: _____ Comments:	Rating: _____ Comments:
<b>Culturally Appropriate Behaviors</b>	4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.). 3: Linguistically polite and uses some cultural conventions. 2: Linguistically polite, but does not demonstrate awareness of cultural conventions. 1: Demonstrates a lack of linguistic, cultural, and social grace.	Rating: _____ Comments:	Rating: _____ Comments:
<b>Initiating, Sustaining, &amp; Closing the Interview</b>	4: Begins, sustains, and closes the interview. 3: Begins and sustains the interview, but the interviewee closes it. 2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it. 1: Interviewee begins, sustains, and closes the interview.	Rating: _____ Comments:	Rating: _____ Comments:
<b>Asking Questions</b>	4: Asks open-ended questions using a variety of sentence patterns. 3: Asks open-ended questions using a variety of interrogative words. 2: Asks yes/no questions using appropriate interrogative words. 1: Asks simple, informational tag questions (i.e., A statement + yes? no?).	Rating: _____ Comments:	Rating: _____ Comments:
<b>Responding Politely &amp; Asking for Clarification</b>	Reacts to the interviewee's responses with:  4: Comments or requests for additional clarification and elaboration. 3: Appropriate rejoinders. 2: Single word responses. 1: Only non-verbally.	Rating: _____ Comments:	Rating: _____ Comments:

# Developing Writing Skills

## TEACHING WRITING

Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing

## WRITING PROCESS

Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing

DEVELOPING WRITING SKILLS	BUILDING WRITING PROFICIENCY
• Tracing	• Graphic Organizer or Storyboard
• Copying	• Building Sentences (human sentence building or manipulatives)
• Multisensory Practice (Air, Beans, Magnets, Pudding, Salt, Sand, Sidewalk Chalk)	• Board Races or White Boards
• Dictation Activities	• Adding Details (Elaboration)
• Cloze Passages, Labeling, Lists	• Connecting Sentences with Conjunctions ( <i>and, but, nor, or, so, yet</i> )
• Language Experience Approach	• Making Sentences More Complex ( <i>clauses</i> )
• Picture Prompts, Picture Walk, Story Sacks	• Timed Writings ( <i>to build fluency</i> )
• Journals: Dialogue, Conversation Journals, Pen Pal	• Using Transitional Words & Phrases ( <i>signaling relationships among ideas, building arguments</i> )
• Writers' Workshop	• Writing in Culturally-Appropriate Ways ( <i>genre, text structure, writing conventions</i> )

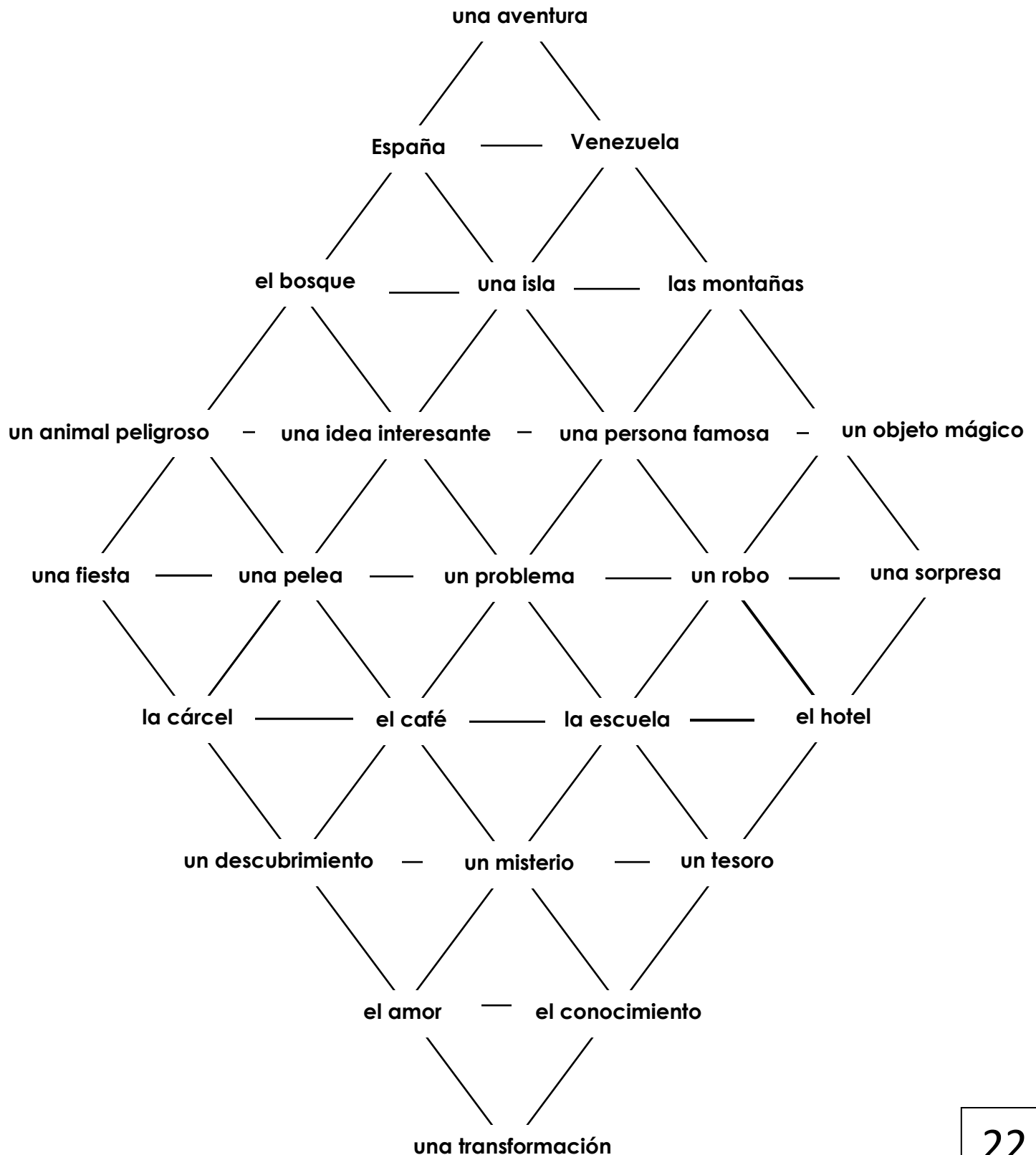
# Developing Writing Skills

WRITING ACTIVITIES	
• Big Book	• Magazine
• Billboard	• Movie Poster
• Blog Post	• Prequel
• Brochure	• New Ending
• Children's Book	• Newsletter
• Choose Your Own Adventure	• Newscast
• Clone Story/Poem	• Newspaper Article
• Comic Strip	• Obituary
• Conversation Journal	• Playscript
• Dear Abby Letter	• Poem
• Digital Story	• Pop-up or Smoosh Book
• Editorial	• Tabloid
• <a href="#">Foldable</a>	• Tag Cloud or Tweet
• Fractured Fairy Tale	• Timeline
• Greeting Card	• Trading Card
• Letter to a Character	• Website
• Madlib	• <a href="#">Window Activity</a> (with image)

Tips for Chinese Teachers for Teaching Writing from Ellen Knell, Ph.D.
• Have learners follow along with the characters in a text during read alouds to help them connect oral language to print
• Build writing activities on a foundation of oral language and shared experiences ( <i>Language Experience Approach</i> )
• Activate learners' prior knowledge and experiences before reading or writing activities
• Select high frequency characters
• Begin with easier characters first (i.e., use numbers to teach stroke order and directionality, then build on that knowledge to teach more complex characters)
• Give learners practice building characters
• Ask learners to use the characters they are practicing in sentences immediately so that their writing is contextualized
• Build learners' writing fluency and autonomy with timed writing practice

# Guided Story Choice Web

- 1) Make a choice in each row.
- 2) Write a story based on your choices.



## Timed Writings

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- 1) Write one word in each box.
- 2) Stop writing when the teacher calls time.
- 3) Tally your total words.

					5
					10
					15
					20
					25
					30
					35
					40
					45
					50
					55
					60
					65
					70
					75
					80
					85
					90
					95
					100
					105
					110
					115
					120
					125
					130

Total Time: \_\_\_\_\_ minutes  
\_\_\_\_\_ words

Total Words:

*Based on an idea by Kevin Fletcher & Linda Bayes*



## Scaffolding Group Projects: Skills Inventory

**Instructions:** Read each statement. → Write an answer in each column. → Don't use the same name twice.

List three people in this class who...	The first person I think of in this class	A friend in this class	Someone I don't know well
1) ...demonstrate artistic skills.			
2) ...are collaborative (work well with others).			
3) ...are good communicators in English.			
4) ...are good communicators in the target language.			
5) ...are good at generating creative ideas and possibilities.			
6) ...are critical thinkers and effective problem-solvers.			
7) ...good graphic designers.			
8) ...good at interacting with people from different cultures.			
9) ...good at motivating others.			
10) ...effective leaders.			
11) ...well-organized.			
12) ...good researchers.			
13) ...persuasive public speakers.			
14) ...good at using technological tools.			
15) ...good writers.			

# Scaffolding Process: Group Reporting Sheet

Names of Team Members:

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Rate your team on each of the following criteria using the scale below:

This is not true of our team.		This is true of some, but not all of the team.		Uncertain.		Our team has addressed this issue, but we don't all agree.		Our team agrees on this issue.	
1	2	3	4	5	6	7	8	9	10

- \_\_\_\_\_ 1) We have **introduced ourselves** to one another.
- \_\_\_\_\_ 2) We have **identified which aspect of the project we will work on** today.
- \_\_\_\_\_ 3) We have **set a goal** for what we want to accomplish today.
- \_\_\_\_\_ 4) We have **decided what we need to learn** in order to complete our task
- \_\_\_\_\_ 5) We have **divided up responsibilities** among the members of our team.
- \_\_\_\_\_ 6) **We all know how to** \_\_\_\_\_.
- \_\_\_\_\_ 7) Our team can **describe and explain** \_\_\_\_\_.
- \_\_\_\_\_ 8) Our team can **narrate** \_\_\_\_\_.
- \_\_\_\_\_ 9) Our team can **state an opinion about** \_\_\_\_\_.
- \_\_\_\_\_ 10) Our team can **demonstrate how to** \_\_\_\_\_.
- \_\_\_\_\_ 11) One **question** our team still has is: \_\_\_\_\_.
- \_\_\_\_\_ 12) Our team **needs help with** \_\_\_\_\_.

**Note the criteria can be about team process, grammatical structures, cultural content, conceptual understanding, or a combination of these things.**

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## Giving Feedback to Student Teachers in a SNAP

<b>S</b> pecific	<b>N</b> otice	<b>A</b> ctions	<b>P</b> arameters
Identify a <u>specific</u> component of the more general problem	<u>Model</u> what to notice	Provide two or three <u>concrete</u> actions to try	Identify <u>conditions</u> that influence when to apply the actions
<p><b>General problem:</b></p> <p>Students are restless and inattentive</p> <p><b>Specific problem:</b></p> <p>Lesson is irrelevant to students' lives/interests</p> <p>Lesson is too abstract or teacher-centered</p> <p>Students have been sitting for too long</p> <p>Students are ready to move on to the next concept (i.e., too much time on it)</p> <p>Unclear instructions or not enough scaffolding/structure</p>	<ul style="list-style-type: none"> <li>• Comments (i.e., "This is BORING!")</li> <li>• Glazed eyes</li> <li>• Jiggling legs/feet</li> <li>• Slouching posture</li> <li>• Shifting in seats</li> <li>• Talking</li> <li>• Tapping fingers</li> <li>• Yawning (exaggerated or loud)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students turn to a partner and discuss a personal experience</li> <li>• Give students something kinesthetic to do (clap v. stomp feet, thumbs up/down, signal cards)</li> <li>• Stand and do a curriculum-related energizer</li> <li>• Switch to the next activity</li> <li>• Add more scaffolding or have students turn to a partner and summarize the last segment of the lesson</li> </ul>	<p>Options for action reduce helplessness</p> <p>Guiding principles or "rules of thumb" improve pedagogical decision-making re: when to apply each technique</p> <p>The more the student teacher can act with SUCCESS, the more confident they will feel</p>

# Feedback Sentence Starters

#	Aspect of Work	Positive Sentence Starters	Specific Example From Work	Reasons (+)
	<b>One...</b>	<b>...that...</b>	<b>...is/was...</b>	<b>...because it...</b>
1	Approach	...captured the audience's attention...		... <b>activated</b> the audience's prior knowledge and experiences with...
2	Aspect	...developed a sense of community...		... <b>captured</b> the audience's interest.
3	Component	...facilitated collaboration and/or student voice and choice...		... <b>challenged</b> the audience to think more critically about...
4	Concept	...highlighted your strengths...		... <b>clarified</b> ...
5	Decision	...improved the quality of the experience...		... <b>elicited</b> meaningful discussion about...
6	Element	...provoked reflection...		... <b>enabled</b> the audience make sense of...
7	Example	...sparked the audience's curiosity/interest...		... <b>engaged</b> the audience while you...
8	Facet	...surprised the audience...		... <b>facilitated</b> ...
9	Idea	...was cognitive challenging...		... <b>generated</b> a genuine desire in the audience to find out more about...
10	Item	...was emotionally engaging...		... <b>guided</b> the audience's attention to...
11	Part	...was especially effective...		... <b>helped</b> the audience to feel...
12	Piece	...was extremely thought-provoking...		... <b>invited</b> the audience to...
13	Principle	...was inspiring...		... <b>motivated</b> the audience to...
14	Segment	...was personally empowering...		... <b>prepared</b> the audience to/for...
15	Strategy	...was meaningful...		... <b>re-engaged</b> the audience...
16	Technique	...was powerful...		... <b>required</b> the audience to produce...
17	Thing	...was socially satisfying...		... <b>scaffolded</b> --- for the audience...
18	Way	...worked really well...		... <b>shifted</b> the audience's perspective about...

# Feedback Sentence Starters

#	Aspect of Work	Suggestions for Change	Specific Example From Work	Reasons (Δ)
	<b>One...</b>	<b>...that...</b>	<b>...is/was...</b>	<b>...because... ...needs... ...so that the audience could...</b>
1	Approach	...confused me...		...a wider variety of options/strategies...
2	Aspect	How did you decide...?		...breaking it down into smaller steps/more scaffolding...
3	Component	...I didn't understand...		...different options...
4	Concept	...I found challenging...		...more attention to aesthetics/visual support.
5	Decision	...I needed more of...		...more audience involvement...
6	Element	...I wanted to know more about...		...more authenticity...
7	Example	I was wondering what would happen if...		...more choice/voice in...
8	Facet	...would have been helpful...		...more concrete examples/details...
9	Idea	...would make this even better...		...more evidence of...
10	Item	...you might consider...		...more information...
11	Part	...you could further develop...		...more opportunities to...
12	Piece	...you may wish to refine...		...more personal connections...
13	Principle	...you might add...		...more physical involvement....
14	Segment	...you might expand...		...more reflection...
15	Strategy	...you might explore in more depth...		...more selective information...
16	Technique	...you might highlight...		...more structure...
17	Thing	...you might include...		...more sustained inquiry...
18	Way	...you might remove...		...more time for...

## TALS Workshop Evaluation

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- |  | POOR                 | MEDIOCRE | GOOD  | EXCELLENT         |
|--|----------------------|----------|-------|-------------------|
| 1) Overall, I would <b>rate</b> this workshop as:                          |                      |          |       |                   |
| 2) The <b>content</b> of this workshop matched my expectations:            | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 3) I <b>learned</b> things that will help me in my classroom:              | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 4) The <b>resources</b> shared in this workshop will be useful to me.      | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 5) One new insight I gained from this workshop was . . .                   |                      |          |       |                   |
| 6) The most useful resource that was shared during this workshop was . . . |                      |          |       |                   |
| 7) One change I will make as a result of attending this workshop is...     |                      |          |       |                   |
| 8) One suggestion or question I still have is . . .                        |                      |          |       |                   |